DOCUMENT RESUME

ED 458 688 EA 031 401

AUTHOR Pinar, William F., Ed.
TITLE Contemporary Curriculum Discourses: Twenty Years of JCT. Counterpoints: Studies in the Postmodern Theory of Education.
REPORT NO Vol-70
ISBN ISBN-0-8204-3882-0
ISSN ISSN-1058-1634
PUB DATE 1999-00-00
NOTE 578p.
AVAILABLE FROM Peter Lang Customer Service, 275 Seventh Ave., New York, NY 10001 ($39.95). Tel: 800-770-5264 (Toll Free); Fax: 212-647-7707; Web Site: http://www.peterlangusa.com.
PUB TYPE Collected Works - General (020)
EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS *Curriculum; Educational Philosophy; *Educational Theories; Elementary Secondary Education; Foundations of Education; *Instruction; Program Descriptions

ABSTRACT

This collection of essays is taken from a 20-year span of "The Journal of Curriculum Theorizing." The volume contains 31 articles: "Living Metaphors: The Real Curriculum in Environmental Education," F. Krall; "Dialectics and the Development of Curriculum Theory," H. Giroux; "Autobiography and Reconceptualization," M. Grumet; "Women," J. Miller; "Caring," N. Noddings; "Caring: Gender Considerations," W. Pinar; "Up from Agape," M. Raywid; "Dewey and the Herbartians: The Genesis of a Theory of Curriculum," H. Kliebard; "The Curriculum Field: Emergence of a Discipline," J. Pagano; "Beyond the Window: Dreams and Learning," M. Doll; "Curriculum Theorizing and the Possibilities and Conditions for Social Action Toward Democratic Community and Education," M. Littleford; "Body and Soul: Sources of Social Change and Strategies of Education," P. Wexler; "The Autobiographical Method in Japanese Education," S. Asanuma; "Toward Understanding 'Computer Application,'" T. Aoki; "The Answer Is Blowin' in the Wind: A Deconstructive Reading of the School Text," A. Block; "Teachers and Values: The Progressive Use of Religion in Education," K. Casey; "Word Worlds: The Literary Reference for Curriculum Criticism," M. Grumet; "Ideology and Methodological Attitude," P. Lather; "A Bell Ringing in the Empty Sky," D. Jardine; "Toward an Eschatological Curriculum Theory," P. Slattery; "Of Seagulls and Glass Roses: Teachers' Relationships with Literary Texts as Transformational Space," D. Sumara; "Remembering Capital: On the Connections between French Fries and Education," M. Apple; "Thinking Otherwise and Hearing Differently: Enactivism and School Mathematics," B. Davis; "Schools Where Ronnie and Brandon Would Have Excelled: A Curriculum Theory of Academic and Vocational Integration," J. Kincheloe; "The Palace of the Peacock: Wilson Harris and the Curriculum in Troubled Times," C. McCarthy; "On Becoming a 'Little Sex Researcher': Some Comments on a Polymorphously Perverse Curriculum," D. Britzman; "On Finding One's Place in the Text: Literacy as a Technology of Self-Formation," S. de Castell; "Toward a Ludic Pedagogy: An Uncertain Occasion," M. Morris; "Resisting 'Resistance': Stories Women Teachers Tell," P. Munro; "Identity, Self, and Other in the Conduct of Pedagogical Action: An East/West Inquiry," D. Smith; and "Early Education as a Gendered Construction," S. Steinberg. The following are

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appended: "The Reconcepptualization of Curriculum Studies," W. Pinar; "Curriculum Reconceptualized: A Personal and Partial History," J. Miller; "The Bergamo Conferences, 1973-99: Reconceptualization and the Curriculum Theory Conferences," C. Kridel; and a JCT Comprehensive Index." (Contains name and subject indices.) (RJM)

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